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AUTHOR Wood, Willson E.; And Others
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ABSTRACT

Conclusions based on the replies of 22 schools in Kentucky as to course requirements in the training of secondary teachers of English are presented. The conclusions are: (1) 17 of the 22 schools require 36 or more semester hours for a major; (2) a 6-hour requirement in Freshman English is almost universal; (3) a requirement in Introduction to Literature varies from 0 to 6 hours, with 3 hours being most common; (4) about half of the schools require one speech course; (5) most schools require 6-12 hours of foreign language; (6) there is a variation of from 0 to 15 hours required in additional humanities courses; (7) the requirement in world literature varies from 0 to 6 hours; (8) two courses in American literature are the usual requirement, and the same is true of English literature; (9) five schools require an advanced course in rhetoric or composition; (10) advanced grammar is usually a 3-hour required course; (11) seven schools require a course in history of the language, and most of the others offer it as an option with either linguistics or advanced composition; (12) four schools reported a required course in literary criticism; (13) Shakespeare is the only specific author course required to a noticable extent; (14) most schools reported options dealing with author and/or period courses; (15) four schools required genre courses; (16) only 8 schools reported a methods course specifically for English majors; (17) one school required a course in methods of teaching reading; (18) 21 schools required practice teaching. (DB)

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TE 002 795

REPORT OF COMMITTEE ON PREPARATION OF SECONDARY TEACHERS OF ENGLISH

As some of you know, a committee was appointed in 1968 to pick up where a previous study dating back to 1966 had stopped off. The

original 1968 committee was composed of Kelly Thurman, Chairman, Coleman Arnold, Mildred Hatcher, and J. Robert Hill. Sometime later I was appointed to replace Mr. Thurman. After my appointment the committee had one meeting in which we discussed the procedure for completing the project, and I volunteered to proceed with the operation. I am not sure what the status of the committee is now, but anyway I am now in position to report our results.

In order to compile up-to-date information on the requirements of the various schools of Kentucky and the training of secondary teachers of English, the committee arranged a questionnaire. Because the replies came in very slowly and in some cases second and third mailings were required in order to get answers, this report was not ready at the specified time two years ago. At that time we had accumulated answers from twenty-two schools. Realizing that some of the information was becoming out-of-date, we sent another questionnaire last year and got back replies from about three-fourths of the schools. The committee assumed that those who did not reply had made no changes in their programs. However, because the earlier questionnaire had not asked for the number

	Freshman Eng.	English Lit.	World Lit.	Introd. to Lit.	Types or Genre	Advanced Comp.	Hist. of the Lang.	Linguistics, Adv. Gr.	American Lit.	Shakespeare	Lit. Criticism	Milton	Chaucer	Renaissance	17th C. English Lit.	18th C. English Lit.	19th C. English Lit.	Contemp. Lit.	Foreign Lang.	English Hist.	Philosophy	Speech	Total hours Req.	Hrs. Elective	Grand Total
Asbury	X	X	X		0		X		X	0			0		0	0	0	X	X			X	36	12	48
Bellarmine-Ursuline	6	6	6			(6)		3	6	3	3	3	3						6+		14		39	3	42
Berea	X	0	0	X		X	X		0	0		0	0					0	0		X		X	12	18	30
Brescia	X	0	0		X				X	X	X		X			X	X	X	X				X	33	3	36
Campbellsville	3	6	0	(3)	0	3		0	6	0						0	0		6+					18	18	36
Catherine Spalding	6	6	(6)	3	0	(3)	(3)	(3)	6	3	3		(3)	0		0	0	0	6		3		27	9	36
Centre	6	6			0	(6)	3		6	3	0		0		0	0	0	0	6+				24	12	36
Cumberland	6	6				(3)	(3)	3	6	0		0	0	0		0	0	0				3	24	6	30
E.K.U.	6	(6)	(6)	(3)	X	X	(3)	(3)	6	3		0	0		0	0	0	X	12			3	18	21	39
Georgetown	6	6					3	3	6	3									12			3	30	6	36
Kentucky State	6	6	6					3	3	3									12			3	30	6	36
Kentucky Wesleyan	X	X					0	0	X	X									X	X		X	21	12	33
Louisville	6	(3)	3	3	X	(6)	(6)	(6)	3	0	3	0	0					0	12				18	21	39
Morehead S.U.	6	6		3	3	0	(3)	3	6	3			0	0			X	0	6				30	6	36
Murray S.U.	6	3	3	6		(6)	(3)	(3)	3		(6)			0					X				21	9	30
Nazareth	6	6		3		3		3	6	3	3								12	X		2	35	3	38
Pikeville	6	3	3	6				3	3	X	(3)												24	12	36
Transylvania (qtr. hrs.	6	11		4		(4)	4	4	8		4								9	0	0		41	13	54
Union	6	6				3	3	3	6	3													30	6	36
U. of Kentucky	6	(6)	3		(3)	(3)	(3)	(3)	(6)	3	(3)	0	0		0	0	0	0	6+	0	0	0	12	24	36
St. Thomas More	X	X								X							X		X		X	X	32	18	50
Western Ky. U.	6	6	3	3		(6)	(3)	3	6	(3)									6+			3	30	9	39

of hours required in each part of the curriculum, this final report will have some schools X's to indicate required items and O's to indicate optional items. Where numbers occur, these indicate the semester hours required at that item; when numbers are circled, the indication is that the hours are available but are options or alternatives.[1]

During the last year the committee has ceased to function, and I have determined to carry the work on to completion. The compilation hereto attached indicates the latest and best information I have been able to glean from the questionnaires. I am sure there may be a few errors scattered throughout the report—errors which I attribute largely to my misinterpretations of the information given on the questionnaire. A few people simply sent me their catalogue statements about requirements or wrote letters saying, "No changes except so and so." Then in order to fit the information to my table, I had to answer the questionnaire the best I could from the information given. I think the information tabulated here warrants several conclusions about the preparation of secondary teachers of English in Kentucky.

1. Seventeen of the 22 schools require 36 or more semester hours for a major. The average is 36.4. Most of those schools requiring less than 36 have rather heavy requirements in related areas, and several schools indicated that the number of hours listed is minimum and that other hours are strongly recommended so that in actual practice most majors have 39 or 42 hours; in fact, one school considers 42 the minimum although the catalog states 36.

2. A 6-hour requirement in Freshman English is almost universal.

3. A requirement in Introduction to Literature varies from zero to 6 hours with 3 being the most common number; however, it is almost impossible to generalize about this requirement. In some schools a portion of the second course in Freshman English is given to introduction to literature, though it is not labeled as such. Some schools have the general survey courses in American, English, or world literature labeled as introduction to literature, and in some others it appears as a type or genre course.

4. About half of the schools contacted require one course in speech.

5. Most of them require 6-12 hours of foreign language.

6. On the matter of additional humanities, there is great variation ranging from 0 to 15 hours. The average requirement here is 4 2/3 hours. The great diversity in amounts and subjects required obviates any meaningful conclusion.

7. The requirement in world literature varies from 0 to 6 hours. The

[1] It is understood that most schools have available courses in just about all of these items; however circled numbers and O's are not indicated in the table unless courses were named as part of a specific option.

most popular number is 3, reported by 5 schools. About half the schools require one course or offer it as an option.

8. Some requirement in American literature is almost universal, and two courses (6 hrs.) is the most popular amount.

9. The same is true of English literature; however in some schools there are five or six period courses instead of the conventional two-semester survey. In these the usual procedure is to allow the student to choose 2 or 3 of the period courses.

10. Five schools require an advanced course in rhetoric or composition. Some of the others offer it as an option with some other course, for instance, history of the language.

11. The usual situation in advanced grammar is a required course of 3 hours. A few schools offer an option here with history of the language. NOTE: One course in some kind of language study is required by the State Department.

12. Seven schools require a course in history of the language. Most of the others have such a course offered as an option with either linguistics or advanced composition.

13. Four schools reported a required course in literary criticism. I am sure that many of those who reported no requirement considered that an introduction to literature serves this need. It is also possible that some schools consider the introduction to literature a literary criticism course.

14. Because of a failure to define upper level and survey courses, the questionnaire did not bring in any conclusive information about the amount of upper level work required.

15. Shakespeare is the only specific author course required to any noticeable extent. Fourteen schools reported one course required in Shakespeare. Two others offer options involving three authors, and some of the others offer options involving all author courses.

16. The variety of answers about required period courses is so great and the possible confusion about what to call the period courses so general that no conclusions can be reached about requirements in this area. Most schools reported some sort of options dealing with period and/or author courses.

17. Four schools indicated a requirement in types or genre courses. Very likely the introduction to literature reported by some schools is a study of types and genres.

18 and 19. Only 8 schools reported a methods course specifically for English majors. I assume that all others require a general course in methods. Three or four schools teach a methods course in the English department; ten or eleven reported that the education department teaches the course. Obviously the trend is to move this course into the education department. Two reported no methods course. Since that would be illegal in the state of Kentucky, I assume that these respondents meant

that the English department did not require it but that somebody else did.

20. Only one school in the state reported a required course in the methods of teaching reading. If such course has a legitimate place in the preparation of secondary teachers, this is our weakest point in Kentucky schools.

21. All schools except one reported from 6-10 hours in practice teaching, eight being the usual number. I don't understand the response of one school that no practice teaching is required. Maybe here, again, the respondent meant not by the English department.

22. Almost half the schools reporting indicated other specific requirements in addition to those asked for in the questionnaire. Some of these are contemporary poetry, some sort of senior seminar, and philosophy.

23. This study indicates that Kentucky schools are generally in line with recent recommendations, and that considerable improvement has been made in the last four years.

24. The committee recommends that:

a. any school which does not require 30 sem. hrs. of English (exclusive of related subjects, such as speech, theatre, journalism, and library science) above whatever Freshman English is required should immediately consider doing so.

b. any school which does not require or strongly recommend a course in advanced composition should seriously consider this matter.

c. any school which does not require a course in introduction to literature or in literary criticism (any course which will provide terminology and techniques for literary analysis and classification) should immediately plan such a course.

d. all teacher training schools should require a methods course in the teaching of English, taught by a person trained in English or English Education. In fact, the English departments of all schools should encourage colleges of education to employ one or more persons in English education to teach English methods and to supervise practice teachers.

e. all English majors should have at least 6 hrs. of training in a second language.

f. English departments should demand that their majors take at least one course in speech, the course to be chosen according to individual needs.

g. English departments should encourage Colleges of Education to offer and require of all prospective teachers a course in the teaching of reading, the course to be taught by a specialist in that field.

Respectfully submitted by Committee on
the Preparation of Secondary Teachers
of English.
Willson E. Wood, Chairman
November, 1970